

**LAMAR UNIVERSITY**

Week 4 Assignment: Background – Developing Consensus and Addressing Challenges in your Action Research Plan

Overview

The first three weeks of this course have focused on exploring topics or questions for action research, examining background information on the topics and questions, and designing an action research plan to address the questions or topics you have identified. This week and the next will provide you an opportunity to review your draft action research plan, confer with your site supervisor and reach consensus on your question(s) or topic(s) and design of your action research plan.

You will also have an opportunity to study some additional strategies to sustain and support your action research. Remember, your action research plan, process, progress and project may take several weeks or several months to complete. One of the key goals of this course is providing an effective blueprint, a how to conduct an effective action research project in collaboration with your site supervisor(s), peers, Instructional Associates, and university faculty.

Learning Outcomes:

- 1) Examine research strategies designed to sustain action research.
- 2) Learn the process of reaching consensus with the site supervisor and university professor in the monitoring and evaluation of the effectiveness of the research design and implementation. (It should be noted that monitoring is designed to assist and support the student and site supervisor throughout the duration of the research project. The larger project or multiple smaller research projects will be completed during the 18-month internship for those students who have just completed EDLD 5311).

Performance Outcomes:

- 1) Describe research strategies to support and sustain ongoing action research.
- 2) Reach consensus with the site supervisor on the overall internship plan, including the action research plan to be implemented. (Note: The site supervisor must sign or use email verification of approval. The approved overall plan will be uploaded to the Electronic Portfolio).

Rubric

Use the following Rubric to guide your work on the Week 4 Assignment.

Tasks	Accomplished The evidence suggests that this work is a "Habit of Mind." The educator is ready to mentor others in this area.	Proficient The evidence suggests that performance on this work matches that of a strong educator.	Needs Improvement The evidence does not yet make the case for the educator being proficient at this task.
Action Research – Identifying strategies to support and sustain action research	<p>Student provides a clear description of the following strategies:</p> <ul style="list-style-type: none"> • Force field analysis • Delphi method • Nominal group techniques <p>Student also discusses how he or she can use these strategies to improve their action research plan.</p> <p>(4 Points)</p>	<p>Student briefly describes at least two of the strategies, but does not discuss how the strategies may improve his or her action research plan.</p> <p>(2 Points)</p>	<p>Student only describes one strategy and does not discuss how the strategies may improve his or her action research plan.</p> <p>(1 Point)</p>
CARE Model and your Action Research Plan	<p>Student clearly addresses all areas of the CARE Model and provides at least two points under each of the following topics:</p> <ul style="list-style-type: none"> • Concerns • Affirmations • Recommendations • Evaluations <p>(8 – 10 Points)</p>	<p>Student addresses each of the areas of the CARE Model but provides less than two points under each of the key topics:</p> <ul style="list-style-type: none"> • Concerns • Affirmations • Recommendations • Evaluations <p>(5 – 7 Points)</p>	<p>Student fails to address each of the areas of the CARE Model and provides no follow up points under each area:</p> <ul style="list-style-type: none"> • Concerns • Affirmations • Recommendations • Evaluations <p>(1 – 4 Points)</p>
Responses to Peer Comments and Recommendations	<p>Student describes comments from at least two peers (i.e., other students) regarding their Action Research Plan of Action, and identifies any revisions or changes made to their Action Research</p>	<p>Student describes comments from one student regarding their Action Research Plan and identifies any changes made to their plan as a result of the comments and suggestions.</p>	<p>Student describes one comment about their Action Research Plan but fails to identify what impact or changes resulting from the comments and suggestions.</p>

	Plan based on the comments and suggestions. (3 Points)	(2 Points)	(1 Point)
Site Supervisor(s) Conference and Consensus	<p>Students provide a description of their conference with their site supervisor(s) to discuss and attempt to agree on the Action Research Plan. The description includes:</p> <ul style="list-style-type: none"> • What happened during the conference (who, when, where, what happened)? • Identify highlights or key insights from the conference • Describe any changes or revisions made to the Action Research Plan as a result of the conference (3 Points)	<p>Students provide a brief description of the conference with the site supervisor(s) but only addresses two of the critical components. Those components include:</p> <ul style="list-style-type: none"> • What happened during the conference (who, when, where, what happened)? • Identify highlights or key insights from the conference • Describe any changes or revisions made to the Action Research Plan as a result of the conference (2 Points)	<p>Students provide a partial description of the conference with the site supervisor(s).</p> (1 Point)
Assignment Mechanics	<p>Responses are relevant to course content; no errors in grammar, spelling, or punctuation. Students demonstrate proper APA style.</p> (3 Points)	<p>Responses are relevant to course content; few errors in grammar, spelling, or punctuation.</p> (2 Points)	<p>Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation.</p> (1 Point)

Week Four Assignment, Part 1 – Strategies to support and sustain action research

You now have your draft Action Research Plan, but this plan is a guide, a blueprint, and like most blueprints, it may need to be reviewed, revised and improved. This activity should provide you with some strategies to address this ongoing review process. Please read Chapter 8, Sustaining Improvement, in the Harris et al. text, pp. 91 – 103, and specifically focus on Strategies for Sustaining Improvement, pp. 94 – 97, and briefly describe:

- **Force Field Analysis**
- **Delphi Method**
- **Nominal Group Technique**

Write a brief reflection on what you learned from examining these three strategies – describe any ways you might be able to use these strategies.

Rubric

Complete Part 1 of the assignment below. The box will expand as you type.

There are multiple tools that may be used to facilitate consensus building and project viability analysis. Force Field Analysis describes an analytical tool used to document both the driving forces that support any change initiative and the resisting forces that counter and oppose any change initiative. Understanding these elements is essential, and analysis of both the driving and resisting forces helps insure that sufficient momentum exists to support change. If the resisting forces outweigh and overwhelm the driving forces, the proposed change is destined to fail. Understanding these forces, and the circumstances regarding the proposed change, provides a solid framework to support change initiatives.

In order to apply Force Field Analysis, one begins by describing the status quo, then describing the change that is being proposed. The third step, describing what will happen if no change is made, is critical as this step concretely defines the need for change and helps stakeholders understand what is wrong with the current situation. Step four requires identifying all the forces driving the proposed change, while step five identifies the resisting or opposing forces; both of these steps must be thoroughly executed in order to accurately assess the probability of success. Step six consists of the actual analysis of the driving and resisting forces to determine if the proposed change is viable, and typically consists of assigning point values to the forces, facilitating ultimate assessment. If the proposed change is found to be viable, that is, the driving forces outweigh the opposing forces, then step seven provides a needs assessment, determining what is needed to implement the change and evaluating the need to either strengthen the driving forces or decrease the strength of the opposing forces.

The Delphi Method illustrates a strategy for developing deeper understanding, assessing future needs and identifying methods to sustain improvement. More than just an analysis tool, the Delphi Method requires the assembly of a facilitated panel of either experts or of the people who will be affected by the proposed change or by a pivotal decision. These panels typically consist of 20 or fewer members, and communication with the panel is confidential, often taking place through emails sent out in multiple rounds soliciting answers to address a problem statement. After each round of questions, the facilitator summarizes and synthesizes the answers, and if possible provides the rationale behind those answers; this encourages group members to reconsider and revise their positions during later rounds. The range of responses typically decreases as the process continues, facilitating consensus building. The potential confidentiality of the member championing any particular solution facilitates consensus building as it removes the influence of roles or relationships from the committee experience.

The Nominal Group Technique also requires a facilitator, who must be non-judgmental and who must work to insure group members do not make judgmental comments throughout the process. Unlike the Delphi Method, group meetings occur "face to face", so confidentiality is lacking and there is more potential for influence to be exercised. However, the process used by this technique works well for examining school improvement initiatives, and builds consensus essential for sustained improvement. The Nominal Group Technique typically involves small groups, who silently record their perceived campus needs and issues. With no discussion allowed between group members, each individual verbalizes one of their perceived needs or issues, which the facilitator then records on a flip chart or electronically projected notebook, with no discussion. After this process is completed, the facilitator then leads the small group in discussions of each need or issue, seeking clarification as and if needed. Group members then rewrite and rank all the needs and issues that have been recorded, assigning numerical

rankings to each need or issue. As the lists are compared and compiled, direction and priorities are derived to guide ongoing improvement initiatives.

As I see it, each of these strategies for sustaining improvement has a place in campus and district decision making. The Nominal Group Technique lends itself well to defining needs and setting priorities essential to both campus and district improvement planning. The Delphi Method is ideal for situations where committees must make critical decisions that are free from the influence or bias often associated with the status or position of a committee member; because the process is confidential, issues can be analyzed based solely upon merit. The Delphi Method is also a good match for technology-facilitated decision making, as the committee rarely gets together synchronously at a physical location. Finally, Force Field Analysis offers the benefit of a thorough analysis of both the driving and resisting forces influencing a project, helping all stakeholders to understand the obstacles they will face during project implementation. Force Field Analysis offers the best opportunity to clinically evaluate the potential for success or failure of a particular project.

Regarding the potential application of these tools to my Action Research Plan, the Delphi Method seems ready-made for use by my Software Evaluation Committee; the technique would allow participation of all members asynchronously via Web 2.0 collaborative online tools, and would overcome the potential influence or pressure any committee member might exert over other members. Force Field Analysis is also applicable to various components of my overall Internship project, facilitating the identification of both the driving and resisting forces acting upon the project while potentially providing guidance as to how to counter the resistive forces.

Week Four Assignment, Part 2

The Harris et al. text provides an excellent model to help leaders sustain what is working well, while supporting or building strategies for future improvement.

Review Tool 8.1 CARE Model: Planning Tool and complete the form explaining how your Action Research Plan corresponds to each of the tools of the CARE Model: (e.g., identifying what future focused concerns will be addressed by your Action Research Plan; describe at least three positive aspects of your current campus that need to be sustained to support the Action Research Plan; describe how your Action Research Plan has SMART recommendations or goals; and identify how you will evaluate your Action Research Plan).

The CARE Model review will provide you with a strong rationale and framework to enrich your Action Research Plan conference with your site supervisor.

***Examining What We Do to Improve Our Schools* Sandra Harris, Stacey Edmonson, Julie Combs**

Tool 8.1 CARE Model: Planning Tool**Identify Concerns that must change (look to the future)**

(Assign points to concerns from 1 to 3 in the order of the most important issues to consider.)

1. La Vernia ISD must increase the integration and implementation of classroom technology. Therefore, the future-focused concern that will be addressed most strongly through the implementation of my Action Research Plan is that the integration and implementation of instructional technology, as mandated by the Texas Long-Range Plan for Technology (LRPT), No Child Left Behind (NCLB) legislation and the National Educational Technology Plan (NETP), will increase.
2. La Vernia ISD must increase the accessibility of the general education curriculum for students with disabilities. Implementation of my Action Research Plan addresses key requirements of the Individuals with Disabilities Act (IDEA) Part B, and targets recommended uses of IDEA Part B Funds under the American Recovery and Reinvestment Act (ARRA) of 2009, according to Sanstead (2009), that schools "Obtain state-of-the art assistive technology devices... to enhance access to the general curriculum for students with disabilities"; the software selected by the Software Evaluation Committee will increase differentiation and early intervention, and will address visual and auditory impairments, enhancing access to the general curriculum.
3. La Vernia ISD must increase evidence-based professional development to improve outcomes for students with disabilities. Implementation of my Action Research Plan addresses key requirements of IDEA Part B, and especially targets recommended uses of IDEA Part B Funds under ARRA 2009, that encourage districts, as stated by Sanstead (2009), to "Provide intensive district-wide professional development for special education... teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, writing and science, and positive behavioral supports to improve outcomes for students with disabilities." The professional development component of my Action Research Plan will be thorough and intensive, the practices will be research-based, the software selected will support all curriculum areas, and increased ease of access to and the software will improve outcomes for children with disabilities.

Identify Affirmations that must be sustained (look to the present)

(Assign points to affirmations from 1 to 3 in the order of the most important issues to consider.)

1. Of the affirmations contained in the La Vernia ISD 2009-2010 District Improvement Plan (DIP), Technology Integration Goal Two, which affirms that we must “Implement classroom technology in ways that model proper and appropriate technology usage and transform the teaching and learning process” is most critical to the successful implementation of my Action Research Plan. This goal formalizes commitment to and support for transformative technology implementations and projects, an essential position to maintain in order for innovative projects such as mine to thrive.

2. The second most-critical affirmation in the LVISD 2009-2010 DIP is Goal Four, which states in part that “All staff and students will have access to state-of-the-art, high-performance, reliable technology in order for integration and implementation of technology to occur...” This goal provides formal, ongoing evidence of an essential commitment to provide innovative and supportive technologies to *all* students, a critical underpinning for supporting projects that address a specific student group.

3. As my Action Research Plan includes an essential professional development component to insure teachers understand how to best utilize and integrate the new software and online tools, an important supporting initiative is found in LVISD 2009-2010 DIP Goal One, which affirms that “Appropriate training will be provided to all staff so that they can properly use, integrate and implement technology.”

SMART Recommendations that must be implemented:

(Specific, Measurable, Attainable, Relevant, Timely)

(Assign points to recommendations from 1 to 3 in the order of the most important recommendations to implement.)

1. In order for my Action Research Plan to succeed, the Software Evaluation Committee must be formed quickly and provided adequate guidance on the procedures to be used to evaluate existing software. The role of this committee is central, and essential to, the entire project. I recommend application of the Delphi Method to facilitate meetings through the use of online collaboration (minimizing the need to come together synchronously as a group); this flexible improvement strategy will help remove influence and personal bias from the process, and will enhance consensus building.

2. Due to the critical supporting role of the Research Workgroup, members must be rigorous, well organized and directed towards consensus as they work to analyze educational needs and potential software solutions. The Research Workgroup is largely responsible for insuring the achievement of Concern 1 of this CARE model, that La Vernia ISD must increase the accessibility of the general education curriculum for students with disabilities. Application of the Nominal Group Technique strategy, with its focus on needs and issues and its proven ability to facilitate consensus building, is recommended to guide decision making that leads to continued school improvement.

3. The professional development embodied in my Action Research Plan must be implemented concurrently with software acquisition and installation; it is critical that teachers be immediately trained in best practices for the integration and implementation of the new software. If the professional development is not provided in a timely fashion, teachers will naturally play with the new software tools, and either become discouraged by a lack of understanding of the tools or develop bad habits leading to improper or ineffective use; either outcome increases the resisting forces and endangers progress toward attainment of plan goals.

EVALUATE – Specifically and Often

(Identify the best ways to evaluate the implemented recommendations.)

1. The best way to evaluate the formation and existence of the Software Evaluation Committee (SEC) is by examining committee rosters, meeting agendas and meeting summary reports. Regular inspection of SEC wikis and blogs containing questions, rationale, response summaries, consensus statements and activity logs will serve to verify the ongoing functioning of the committee and progress made towards the attainment of Action Research Plan objectives. Each review must result in constructive criticism and helpful advice being supplied to committee members and the facilitator as part of the continuous improvement cycle.

2. In order to evaluate the functional accomplishments of the Research Workgroup and progress towards attainment of Action Research Plan objectives, regular examination of committee meeting schedules, sign-in sheets, agendas, and logs of identified needs, issues and solutions must be performed, and feedback given to workgroup members and the facilitator as required to keep them on-task and on-target.

3. The professional development provided as a component of my Action Research Plan will be evaluated based on feedback from online surveys, results of teacher observations, Teacher STaR Chart summaries, the results of any assessments embedded within training sessions and anecdotally through student assessment results. Evaluation of this essential component is a primary function of the Evaluation Workgroup, responsible for performing project evaluation activities and providing recommendations and feedback critical to continual project improvement.

References:

Sanstead, Wayne G. (2009). *Recommended Uses of IDEA Part B Funds Under the American Recovery and Reinvestment Act (ARRA) of 2009*. Retrieved August 5, 2010 from http://www.dpi.state.nd.us/stimulus/recommend_use.pdf

La Vernia ISD 2009-2010 District Improvement Plan. Retrieved August 5, 2010 from http://www.lvisd.org/pages/uploaded_files/09%2010%20DIP%20FINAL.pdf

Week Four Assignment, Part 3 – Peer suggestions and revisions

We ask that you develop your blog and participate in the Discussion Boards to try to provide you some opportunities to learn from your peers. We strongly recommend that you continue to share your action research plan, process and progress throughout the completion of your project. You will learn from this sharing. As you progress with your research, your professors hope to assist you by linking you to similar action research projects. For example, if you have decided to research the question, "How can block scheduling improve classroom instruction?," we will make every effort to connect you to all of the other action research projects examining block scheduling.

At this point, we ask you to review at least two comments about your Action Research Plan from your blog and identify or describe any changes or revisions you might make in your plan based on the feedback.

In writing your reflections on these comments, be sure to identify the comments that caught your attention and describe how these comments contributed to any revisions of your action research plan. If comments indicated that you should keep the plan as is, please describe what was shared that led you to not change your plan.

Rubric

Complete Part 3 of the assignment below. The box will expand as you type.

I received suggestions and feedback on my Action Research Project Proposal from both EDLD 5301 classmates via Discussion Board postings and associates via blog comment postings. This process was very helpful; there are often critical plan components or background information we overlook because we know our projects and their underlying assumptions intimately, but these omissions are brought to light through peer review. The three responses I received led me to both clarify and enhance my Action Research Project Plan.

Classmate David Silar expressed concern in his Discussion Board posting regarding the critical need for administrative support in order for my project to succeed, and reminded me that educators must act as agents of change. Although the necessary support is there, this fact must be clearly expressed through project documentation.

Technology Director Dennis Doose commented that funding is critical to the initial and long term success of my project, and suggested that the funding status of my proposed project be clarified. Funding has been committed, but I failed to explain this critical element in my original Action Plan narrative.

Teacher Claudia Rivas' comment on my blog highlighted the essential need for professional development in order for teachers to properly implement and integrate the new software being supplied through my Action Plan. As the plan creator, I viewed professional development as being so intrinsic to the implementation of new software that I overlooked it; because of Ms. Rivas' feedback my plan now specifically addresses this critical support component.

In summary, after reviewing all feedback, I added a step to my Action Plan to provide the professional development necessary to insure successful implementation of all new software, online resources and Web 2.0 tools. Explanatory support and resources paragraphs have been appended to my plan clarifying that sufficient funding and administrative support have been committed, validating that my project goal and objectives are attainable. My Revised Action Research Plan, as posted to my blog, has been appended to the end of this assignment for reference purposes.

Week Four Assignment, Part 4 – Site Supervisor Conference and Consensus on your Action Research Plan

Throughout this course, we have asked you to collaborate with your site supervisor(s) in designing and implementing your action research plan. During Week Four, we hope you will be able to schedule an appointment with your site supervisor(s) to review your action research plan. Try to reach consensus on the action research topic and plan.

Describe the conference, review your draft Action Research Plan using your Tool 7.1 template or your SIP/PIP template. Be sure to identify any recommended changes or revisions, and then submit the agreed upon Action Research Plan and your Intern Plan into your E-Portfolio. The submission to the Electronic Portfolio should be completed by Week Five.

For Part 4 of this week's assignment, write a description of your conference with your site supervisor(s), include insights into what was discussed, and identify any revisions to your Action Research Plan and template.

Rubric

Complete Part 4 of the assignment below. The box will expand as you type.

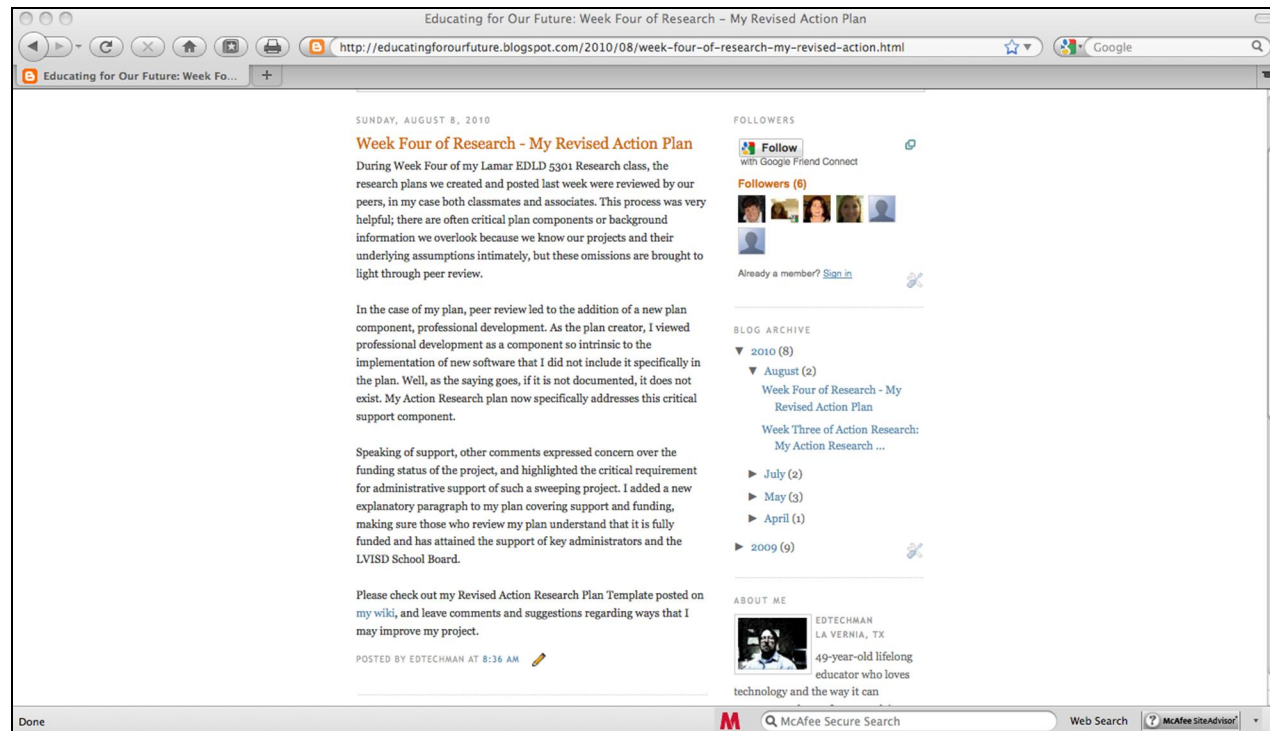
Due to the hectic nature of start of school preparations, I was unable to meet with my Site Supervisor, Dr. Tom Harvey, during the past week. So as to keep communication flowing, I emailed my Revised Action Research Plan to him this weekend, along with a brief explanation of the modifications made based upon peer review and feedback.

Dr. Harvey and I had previously reached agreement on my proposed Action Research Plan as submitted last week; because my revisions serve to make the proposed project more explicit regarding professional development and clarify essential background information, I feel confident that he will approve of the plan as modified. Based on his extensive experience in education, my Site Supervisor will likely offer guidance and key insight to improve and refine the implementation of my plan activities.

However, if Dr. Harvey does propose any changes or adjustments to my Revised Action Research Plan, I will amend the plan as required to accommodate the changes and post it on my blog.

Blog – Also post your agreed upon Action Research Plan and encourage others to post comments as you continue to describe the process and progress implementing the plan.

Week 4 posting from my blog, including link to my revised plan:



My Revised Action Planning Template as posted on my blog and wiki:

Action Planning Template				
<p>Goal: Facilitate the implementation of technology for LVISD special needs students to increase technology accessibility, usability, time on task, differentiation, and early intervention, thereby increasing student achievement and improving the classroom behavioral climate.</p> <p>Objective: Improve the quality, rigor, relevance and efficacy of the instructional software utilized in LVISD Special Education classrooms.</p>				
Action Steps(s):	Person(s) Responsible:	Timeline: Start/End	Needed Resources	Evaluation
Form Software Evaluation Committee comprised of Teachers, Principals, Curriculum Director and Technology Director; elect Chairperson; form Research Workgroup and Evaluation Workgroup.	Technology Director	August 2, 2010 - August 16, 2010	Committee members; time.	Committee has been formed, roster of committee members available.
Conduct survey of software utilized in Special Education classrooms, including the instructional need the software targets.	Technology Director	August 9, 2010 - August 23, 2010	Online survey tools including Survey Monkey and LimeSurvey; Internet access; computer workstations and printers; time.	Survey created and published online, accessible to all Special Education classroom teachers.

Schedule and hold weekly Software Evaluation Committee meetings and workgroup meetings, either in person or via online collaborative tools or video conferencing.	Software Evaluation Committee Chairperson	August 18, 2010 – July 29, 2011	Committee members; shared Google Docs documents; conferencing sites; conferencing equipment; time.	Weekly meeting minutes; collaborative documents; online meeting logs.
Conduct research on best practices for using instructional software with special needs students and best practices for addressing each identified need.	Software Evaluation Committee Research Workgroup	August 18, 2010 – October 6, 2010	Internet access; online research tools including databases and search engines; computer workstations and printers; time.	Documented best practices compiled for addressing each identified need.
Evaluate each existing software title for conformance to best practices for addressing each identified need; identify ineffective software to be replaced.	Software Evaluation Committee Research Workgroup	October 6, 2010 - November 17, 2010	Compiled best practices documentation; Internet access; online research tools including databases and search engines; computer workstations and printers; time.	List(s) created of software meeting standard and of ineffective software to be replaced.

Perform research to determine best options for replacement of ineffective software; preference will be given to web-based software and software utilizing Web 2.0 Tools.	Software Evaluation Committee Research Workgroup	November 17, 2010 – January 5, 2011	Compiled best practices documentation; list of ineffective software to be replaced; Internet access; online research tools including databases, search engines; computer workstations and printers; time.	List(s) created of replacement software options.
Determine software to be purchased; software must meet identified need, follow best practices, meet budgetary requirements and curriculum guidelines	Software Evaluation Committee Research Workgroup; Curriculum Director; Technology Director	January 5, 2011 – February 9, 2011	Compiled best practices documentation; Internet access; online research tools including databases, search engines; computer workstations and printers; time.	List(s) created of recommended software.
Procure and install software.	Technology Director	February 9, 2011 – March 30, 2011	Technology Allotment funds; access to servers and computer workstations; Technology Department staff; time	Software purchased; software loaded, configured and tested; software available to students and teachers.

Conduct professional development using “trainer of trainers” model; provide best practices and practical strategies to integrate and implement all new software and Web 2.0 tools.	Technology Director	February 9, 2011 – May 31, 2011	Online survey tools including Survey Monkey and LimeSurvey; classroom observation results; Technology Allotment and Title II, Part D funds; access to servers and computer workstations; Technology Department staff; training facilities and equipment; time.	Professional development course descriptions, schedules and sign-in sheets; Teacher STaR Chart, online survey and PDAS report results; usage logs.
Evaluate efficacy of new software.	Software Evaluation Committee Evaluation Workgroup	March 30, 2011 – June 1, 2011	Online survey tools including Survey Monkey and LimeSurvey; classroom observation results; benchmark testing results; high-stakes testing results; Teacher STaR Chart results; Internet access; computer workstations and printers; copy machines; time.	Evaluation data obtained, compiled and analyzed; report of findings produced.

Dissemination of findings.	Software Evaluation Committee Evaluation Workgroup	June 1, 2011 – July 29, 2011	Website and social media authoring tools; Internet access; computer workstations and printers; copy machines; time.	Report of findings disseminated in both hardcopy and via online media resources; report of findings presented to School Board.
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Format based on Tool 7.1 from *Examining What We Do to Improve Our Schools* (Harris, Edmonson, and Combs, 2010)

Process for Monitoring the Achievement of Goals and Objectives:

The Software Evaluation Committee Evaluation Workgroup, operating under the oversight of the Software Evaluation Committee Chairperson, is responsible for monitoring the progress of this Action Plan and for documenting the achievement of tasks, objectives and goals. If the Evaluation Workgroup determines that a task is not being accomplished in a timely and/or effective manner in accordance with the plan, the Evaluation Workgroup, through the Chairperson, will contact the appropriate person(s) or group(s) responsible for the task and attempt to facilitate any required adjustments to timelines, resources and/or criteria. Any resulting Action Plan changes facilitated by the Evaluation Workgroup must be brought before the Software Evaluation Committee for approval; upon approval, District departments or staff may be contacted for special assistance or input as required.

Gathering and evaluating evidence, producing documentation of attainment of project objectives and goals, and disseminating all findings is a primary task of the Evaluation Workgroup.

Commitment of Resources and Support:

Sufficient funding for the immediate implementation of the project goal and objectives has been obtained through ARRA Stimulus Idea B funding. Ongoing support of the project including purchase of software, licenses and all required supplemental resources has been budgeted through Technology Allotment and Title II, Part D funds.

This project was developed with the assistance and direct support of the La Vernia ISD Superintendent, Assistant Superintendent for Curriculum, Special Education Director, Director of Finance and the entire Leadership Team, insuring administrative support of and commitment to the project goal and objectives. Expenditure of funds has been approved by the La Vernia ISD School Board.